

Strand	Early Years	Key stage 1		Year 3	
Exploring and developing ideas	<p><b>End Points</b> <b>Expressive Arts and Design Creating with Materials ELG</b></p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used</li> </ul> <p><b>Process:</b> <b>Expressive Arts and Design Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas and how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Respond to what they have heard expressing their thoughts and feelings.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feeling.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p><b>Key vocabulary</b> Colour, pattern, shape, line, idea, art, design,</p>	<p><b>End Points By the end of key stage 1:</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul> <p><b>Key vocabulary</b> colour, pattern, texture, line, shape, form and space, work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p><b>Year 1:</b> Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>respond positively to ideas and starting points;</li> <li>explore ideas and collect information;</li> <li>describe differences and similarities and make links to their own work;</li> <li>try different materials and methods to improve</li> </ul>	<p><b>Year 2:</b> Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>respond positively to ideas and starting points;</li> <li>explore ideas and collect information;</li> <li>describe differences and similarities and make links to their own work;</li> <li>try different materials and methods to improve;</li> </ul>	<p><b>Lower Key Stage 2</b> Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work.</p> <ul style="list-style-type: none"> <li>Children practise and share their learning and skills with others, giving and receiving feedback to improve.</li> <li>use sketchbooks to record ideas explore ideas from first-hand observations.</li> <li>question and make observations about starting points and respond positively to suggestions.</li> <li>adapt and refine ideas.</li> </ul> <p><b>Key Vocabulary</b> line, pattern, texture, form, record, detail, question, observe, refine</p>
		Drawing	<p><b>End Points</b> <b>Expressive Arts and Design Creating with Materials ELG</b></p>	<p><b>End Points By the end of key stage 1:</b></p> <ul style="list-style-type: none"> <li>to use drawing to develop and share their ideas, experiences and imagination;</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> </ul>	

	<p>• <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</i></p> <p><b>Personal, Social and Emotional Development – Managing Self ELG</b>  <i>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</i></p> <p><b>Physical development Fine motor skills ELG:</b>  <i>*Begin to show accuracy and care when drawing</i>  <i>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><b>Process:</b>  <b>Expressive Arts and Design Pupils will be taught to:</b>  <i>*Explore different materials freely, to develop their ideas and how to use them and what to make.</i>  <i>*Develop their own ideas and then decide which materials to use to express them.</i>  <i>*Create closed shapes with continuous lines and begin to use these shapes to represent shapes.</i>  <i>*Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i>  <i>*Show different emotions in their drawings, like happiness, sadness, fear etc.</i>  <i>*Show different emotions in their drawings.</i>  <i>*Explore, use and refine a variety of artistic effects to express their ideas and feeling.</i>  <i>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i>  <i>*Create collaboratively, sharing ideas, resources and skills.</i></p>	<p><b>Key vocabulary</b>          portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line – thick, thin, bold, size, space.</p> <p><b>Year 1:</b>          Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.          Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• draw lines of varying thickness;</li> <li>• use dots and lines to demonstrate pattern and texture;</li> <li>• use different materials to draw, for example pastels, chalk, felt tips;</li> </ul> <p><b>Year 2:</b>          Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.          Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• draw lines of varying thickness;</li> <li>• use dots and lines to demonstrate pattern and texture;</li> <li>• use different materials to draw, for example pastels, chalk, felt tips;</li> </ul>	<p>drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow.</p> <p>They have the opportunity to use vocabulary learned in KS1 accurately, e.g., shading, thick and thin experiment with showing line, tone, and texture with different hardness of pencils.  <i>- use shading to show light and shadow effects.</i>  <i>- use different materials to draw, e.g., pastels, chalk, felt tips.</i>  <i>- show an awareness of space when drawing.</i></p> <p><b>Key Vocabulary</b>          portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>
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Painting	<p><b>End Points</b>  <b>Expressive Arts and Design Creating with Materials ELG</b>  <i>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</i></p> <p><b>Personal, Social and Emotional Development – Managing Self ELG</b>  <i>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</i></p> <p><b>Physical development</b>  <b>Fine motor skills ELG:</b>  <i>*Use a range of small tools, including scissors, paint brushes and cutlery.</i></p>	<p><b>End Points By the end of key stage 1:</b></p> <ul style="list-style-type: none"> <li>• to use painting to develop and share their ideas, experiences and imagination;</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> </ul> <p><b>Key vocabulary</b>  primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p><b>Year 1:</b>  Children can explore using a variety of different brushes to see what happens.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• experiment with different brushes (including brushstrokes) and other painting tools;</li> </ul> <p><b>Year 2:</b>  Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>• name the primary and secondary colours;</li> <li>• mix primary colours to make</li> </ul>	<p><b>Lower Key Stage 2</b>  Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g., shade, primary and tint. Children begin to experiment with colour for effect and mood and use varied brush techniques to create shapes, textures, patterns, and lines.</p> <ul style="list-style-type: none"> <li>- mix colours effectively using the correct language, e.g., tint, shade, primary and secondary.</li> <li>- create different textures and effects with paint.</li> </ul> <p><b>Key Vocabulary</b>  colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix,</p>

	<p><b>Process:</b>  <b>Expressive Arts and Design</b>  <b>Pupils will be taught to:</b>  <i>*Explore different materials freely, to develop their ideas and how to use them and what to make.</i>  <i>*Develop their own ideas and then decide which materials to use to express them.</i>  <i>*Create closed shapes with continuous lines and begin to use these shapes to represent shapes.</i>  <i>*Show different emotions in their paintings, like happiness, sadness, fear etc.</i>  <i>*Explore colour and colour mixing.</i>  <i>*Explore, use and refine a variety of artistic effects to express their ideas and feeling.</i>  <i>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><b>Physical Development</b>  <i>*Use large muscle movements to paint and make marks.</i></p> <p><b>Key vocabulary</b>  Colour, colour names, line, thick, dot, spot</p>		<p>secondary colours;</p> <ul style="list-style-type: none"> <li>• add white and black to alter tints and shades;</li> </ul>	
Sculpture	<p><b>End Points</b>  <b>Expressive Arts and Design Creating with Materials ELG</b>  <i>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</i></p> <p><b>Physical development</b>  <b>Fine motor skills ELG:</b>  <i>*Use a range of small tools, including scissors, paint brushes and cutlery.</i></p> <p><b>Personal, Social and Emotional Development - Managing Self ELG</b>  <i>*Be confident to try new activities and show independence, resilience and</i></p>	<p><b>End Points By the end of key stage 1:</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products;</li> <li>• to use sculpture to develop and share their ideas, experiences and imagination;</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> </ul> <p><b>Key vocabulary</b>  sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p><b>Year 1:</b>  Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use a variety of natural,</li> </ul>	<p><b>Lower Key Stage 2</b>  Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?'  Children begin to understand more about decorating sculptures and adding expression through texture.  They use a variety of tools to support the learning of techniques and to add detail. cut, make, and combine shapes to create recognisable forms.  <i>- use clay and other malleable materials and practise joining techniques. - add materials to the sculpture to create detail.</i></p> <p><b>Key vocabulary</b>  rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle,</p>

	<p><i>perseverance in the face of challenge</i></p> <p><b>Process:</b>  <b>Expressive Arts and Design</b>  <b>Pupils will be taught to:</b>  <i>*Make imaginative and complex 'small world' with blocks and construction kits such as city with different buildings and a park.</i>  <i>*Explore different materials freely, to develop their ideas and how to use them and what to make.</i>  <i>*Develop their own ideas and then decide which materials to use to express them.</i>  <i>*Join materials and explore different textures.</i>  <i>*Explore, use and refine a variety of artistic effects to express their ideas and feeling.</i>  <i>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><b>Physical Development</b>  <i>*Use large muscle movements</i></p> <p><b>Key vocabulary</b>  Sculpture, model, work of art, 3D, shapes, 3d shape names, material</p>	<p>recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <ul style="list-style-type: none"> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>use a variety of shapes, including lines and texture.</li> </ul>	<p>recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <ul style="list-style-type: none"> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>use a variety of shapes, including lines and texture. a variety of shapes, including lines and texture.</li> </ul>	<p>edging, trimmings, shape, form, shadow, light, marionette puppet</p>		
<p>Collage</p>	<p><b>End Points</b>  <b>Expressive Arts and Design Creating with Materials ELG</b>  <i>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</i></p> <p><b>Physical development</b>  <b>Fine motor skills ELG:</b>  <i>*Use a range of small tools, including scissors, paint brushes and cutlery.</i></p> <p><b>Personal, Social and Emotional Development - Managing Self ELG</b>  <i>*Be confident to try new activities and show</i></p>	<p><b>End Points By the end of key stage 1:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products;</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> </ul> <p><b>Key vocabulary</b>  collage, squares, gaps, cut, place, arrange.</p> <table border="0" data-bbox="669 1117 1585 1497"> <tr> <td data-bbox="669 1117 1117 1497"> <p><b>Year 1:</b>  Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use a combination of materials that have been cut,</li> </ul> </td> <td data-bbox="1117 1117 1585 1497"> <p><b>Year 2:</b>  Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>Children can:</p> </td> </tr> </table>		<p><b>Year 1:</b>  Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use a combination of materials that have been cut,</li> </ul>	<p><b>Year 2:</b>  Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>Children can:</p>	<p><b>Lower Key Stage 2</b>  Children continue to explore creating collage with a variety of media, e.g., paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g., overlapping, tessellation, mosaic and montage. select colours and materials to create effect, giving reasons for their choices.  - refine work as they go to ensure precision.  - learn and practise a variety of techniques, e.g., overlapping, tessellation, mosaic, and montage.  <b>Key vocabulary</b></p>
<p><b>Year 1:</b>  Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use a combination of materials that have been cut,</li> </ul>	<p><b>Year 2:</b>  Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p>Children can:</p>					

	<p><i>independence, resilience and perseverance in the face of challenge</i></p> <p><b>Process:</b>  <b>Expressive Arts and Design</b>  <b>Pupils will be taught to:</b>  <i>*Explore different materials freely, to develop their ideas and how to use them and what to make.</i>  <i>*Develop their own ideas and then decide which materials to use to express them.</i>  <i>*Join materials and explore different textures.</i>  <i>*Respond to what they have heard expressing their thoughts and feelings.</i>  <i>*Explore, use and refine a variety of artistic effects to express their ideas and feeling.</i>  <i>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i>  <i>*Create collaboratively, sharing ideas, resources and skills.</i></p> <p><u><b>Key vocabulary</b></u>  Collage, shape, shape names, arrange, cut, stick,</p>	<p>torn and glued;</p> <ul style="list-style-type: none"> <li>• sort and arrange materials;</li> <li>• add texture by mixing materials;</li> </ul>	<ul style="list-style-type: none"> <li>• use a combination of materials that have been cut, torn and glued;</li> <li>• sort and arrange materials;</li> <li>• add texture by mixing materials;</li> </ul>	<p>texture, shape, form, pattern, mosaic, features</p>
<p>Textiles</p>	<p><b>End Points</b>  <b>Expressive Arts and Design Creating with Materials ELG</b>  <i>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</i></p> <p><b>Personal, Social and Emotional Development - Managing Self ELG</b>  <i>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</i></p> <p><b>Process:</b>  <b>Expressive Arts and Design</b></p>	<p><b>End Points By the end of key stage 1:</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products;</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> </ul> <p><u><b>Key vocabulary</b></u>  textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>		<p><b>Lower Key Stage 2</b>  Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.  <i>-select appropriate materials, giving reasons.</i>  <i>- use a variety of techniques, e.g., printing, dyeing, weaving, and stitching to create different textural effects.</i>  <i>- develop skills in stitching, cutting, and joining.</i></p> <p><u><b>Key vocabulary</b></u>  pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>
<p><b>Year 1:</b>  Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.  Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p>		<p><b>Year 2:</b>  Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result.  Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• show pattern by weaving;</li> <li>• use a dyeing technique to</li> </ul>		

	<p><b>Pupils will be taught to:</b>  <i>*Explore different materials freely, to develop their ideas and how to use them and what to make.</i>  <i>*Develop their own ideas and then decide which materials to use to express them.</i>  <i>*Join materials and explore different textures.</i>  <i>*Respond to what they have heard expressing their thoughts and feelings.</i>  <i>*Explore, use and refine a variety of artistic effects to express their ideas and feeling.</i>  <i>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i>  <i>*Create collaboratively, sharing ideas, resources and skills.</i></p> <p><b>Key vocabulary</b>  Fabric, decoration, join, stick,</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• decorate textiles with glue or stitching, to add colour and detail;</li> </ul>	<p>alter a textile's colour and pattern;</p> <ul style="list-style-type: none"> <li>• decorate textiles with glue or stitching, to add colour and detail;</li> </ul>	
<p>Printing</p>	<p><b>End Points</b>  <b>Expressive Arts and Design Creating with Materials ELG</b>  • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p><b>Personal, Social and Emotional Development – Managing Self ELG</b>  <i>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</i></p> <p><b>Process:</b>  <b>Expressive Arts and Design Pupils will be taught to:</b>  <i>*Develop their own ideas and then decide which materials to use to express them.</i>  <i>*Explore colour and colour mixing.</i>  <i>*Respond to what they have heard expressing their thoughts and feelings.</i>  <i>*Explore, use and refine a variety of artistic effects to express their ideas and feeling.</i>  <i>*Create collaboratively, sharing ideas, resources and skills.</i></p>	<p><b>End Points By the end of key stage 1:</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products;</li> <li>• to use printing to develop and share their ideas, experiences and imagination;</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> </ul> <p><b>Key vocabulary</b>  colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p><b>Year 1:</b>  Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• copy an original print;</li> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> </ul>	<p><b>Lower Key Stage 2</b>  Children use a variety of printing blocks, e.g., coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.  - to use more than one colour to layer in a print.  - replicate patterns from observations. - make printing blocks.  - make repeated patterns with precision.</p>
		<p><b>Year 2:</b>  Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• copy an original print;</li> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> </ul>	<p><b>Key vocabulary</b>  line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	

	<p><b>Physical Development</b>  <i>*Use large muscle movements to wave flags and streamers, paint and make marks.</i></p> <p><b>Key vocabulary</b>          Colour, colour names, printing, objects, texture</p>			
<p>Work of other artists</p>	<p><b>End Points</b>  <b>Expressive Arts and Design Creating with Materials ELG</b>  <i>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</i></p> <p><b>Process:</b>  <b>Expressive Arts and Design Pupils will be taught to:</b>  <i>*Explore, use and refine a variety of artistic effects to express their ideas and feeling.          *Create collaboratively, sharing ideas, resources and skills.</i></p> <p><b>Key vocabulary</b>          Illustrators, Artists names, colour, shape, line,</p>	<p><b>End Points By the end of key stage 1:</b></p> <ul style="list-style-type: none"> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Key vocabulary</b>          Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.</p> <p><b>Year 1:</b>          Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designers;</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare;</li> </ul>	<p><b>Year 2:</b>          Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designers;</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare;</li> </ul>	<p><b>Lower Key Stage 2</b>          Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.  <i>- to use inspiration from famous artists to replicate a piece of work.          - reflect upon their work inspired by a famous notable artist and the development of their art skills.          - express an opinion on the work of famous, notable artists and refer to techniques and effect.</i></p> <p><b>Key vocabulary</b>          Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael BrennandWood.</p>